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Department of Public Welfare,
St. Paul, Minnesota
Working With Deaf-Blind
Children

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~~Hayes (S.D.)~~

Miss Duvall

MAR 1 - 1979

Mrs. Sarah Dankle
Grant Wood A.E.A

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FOR THE BLIND

Department of Public Welfare
Centennial Building
St. Paul, Minnesota 55155

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WORKING WITH DEAF-BLIND CHILDREN

1. What They Need From Us
2. Teaching Tips
3. Using Rewards
4. Hearing Aid Helps
5. Talking with Deaf-Blind Children
6. The Manual Alphabet
7. Some Common Signs
8. Developing Self-Help Skills
9. Self-Care Charts
10. Toilet Time Sheets
11. Beginning Exercises for Deaf-Blind Children
12. Observation Charts

Kathryn Anderson

Central Regional Center of Services
for Deaf-Blind Children

November, 1971

WHAT THEY NEED FROM US

CONSISTENCY so that they can anticipate "what happens next."

PHYSICAL SECURITY and reassurance.

HAPPY EXPERIENCES so that they enjoy being with other people.

FREEDOM to experiment and to learn that they can do.

EXPANSION of meaningful experiences with new people and new things.

CHALLENGE to stretch the limits of their minds and bodies.

DISCIPLINE so that they can learn to give attention as well as take it.

PRIDE in each success, no matter how small.

APPRECIATION because they have much to give us.

JOY in life and in living.

and, especially,

LOVE given without hesitation or reservation.

TEACHING TIPS

1. Stand or sit behind the child, with your hands over his.

2. Gradually "fade out" your help.

3. Simplify each task.

4. Be consistent - do things in the same way each time.

5. Work for many short sessions instead of one long session each day.

6. Begin by teaching the child to undo things, to undress, to unfasten.

7. Then teach him to put things together, to dress, and to fasten things.

8. Begin with large objects and big, sweeping actions; then gradually introduce the child to smaller objects and to actions that require better coordination.

9. Be sure you have the child's attention.

10. Repeat, Repeat, REPEAT!

11. Let the child know immediately whether he has done the right thing or not.

12. Insist that the child do as much by himself as he possibly can.

USING REWARDS

1. Choose a reward that is important to each individual child.

2. Be ready with new rewards.

3. Never use a reward unless you give it with open praise and affection.

4. As soon as possible, give a reward only every so often, so that the child is responding to your praise and approval instead of to the light, the food, or the toy.

5. Give the reward and praise immediately, so that the child knows exactly what you are rewarding him for doing.

6. Your eventual goal is that the child will reward himself for the things he can do, by being proud of himself.

7. Gradually demand that the child do more by himself before you give him a reward.

8. Whatever reward you use, it should be very brief, easy to give, and convenient to use in various places and by various people.

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http://archive.org/details/workingwithdeafb00kath

HEARING AID HELPS

1. Is the ear mold clean?

2. Is the battery in correctly? (Match + to +)

3. Are all dials set correctly?

4. Is the child's ear free from scratches, sores, and infections?

5. Can you hear through the ear mold when you hold it to your ear and slowly turn up the volume?

6. If you cannot hear through the ear mold, have you checked

   all connections for a secure fit?

   to see if the battery should be replaced?

   the cord for a short circuit?

   the ear mold for wax build-up?

7. Is the volume set very low when you first insert the ear mold into the child's ear?

8. Are you reducing the background noise and confusion as much as possible?

9. Do you remember to "aim" your voice at the child, without shouting at him?

10. Do you remove the batteries from the aid overnight, or whenever the aid is not in use?

TALKING WITH DEAF-BLIND CHILDREN

We can talk with deaf-blind children by speaking aloud, by using hand signs or gestures, by using the manual alphabet, and by using vibration. Very often we use a combination of these methods.

VOICE: Use a normal voice, don't shout or strain.
"Aim" your voice at the child.
Speak to him at his eye level, from 6" to a foot away.
Let the light fall on your face, not in his eyes.
Be sure you have his attention.

SIGNS: A sign stands for a whole word or series of words.
Be from 6" to a foot away from the child's face.
Talk out loud as you sign.

FINGER SPELLING: Use the manual alphabet and spell out each word.
Be from 6" to a foot away from the child's face.
Wear a dark-color shirt or dress so that your fingers are more easily seen.
Spell at a medium speed, neither very slowly nor very quickly.
Leave a slight pause between words.
Talk out loud as you spell.

FINGER SPELLING to BLIND CHILDREN:
Hold the child's right hand in your left, palm facing outward toward you, as though he was taking an oath.
Be sure your fingernails are trimmed short so that they will not prick the child's palm.
Spell into the palm of his right hand with your right hand. (You are facing him, and are standing or sitting a little to his right).
If you are left-handed, reverse this procedure.
Talk out loud as you spell.
Leave a slight pause between words.

VIBRATION: The child can learn to "speech-read" by feeling the movement of your lips and jaws, and feeling the vibration of your vocal cords. At first, get him used to the feel by briefly holding his hand(s) gently against your mouth and throat while you talk and sing to him. When he will accept this, he is ready to learn to understand words.

Ideally, the fingers are placed this way:
Thumb at the corner of the lips (so that he can also see your lips with his eyes while he feels them move.) If he is totally blind, the thumb rests at the center of the lips.
The index finger rests on the sinus area beside the nose.
The other three fingers are spread over the cheek, jaw and upper throat.

Speak in a normal voice, at a normal speed.

Whatever method you use, always demonstrate what you are talking about.

Repeat ... Repeat ... REPEAT!

THE MANUAL ALPHABET

SOME COMMON SIGNS

Stand up!	The first and middle fingers are the two legs standing upright on the flat palm of the left hand.
Jump!	Form the stand up sign and "jump" the two legs up and down in the palm of the left hand.
Sit down!	The left hand is held palm down. The first and middle fingers are held straight out and form the "chair"; the first and middle fingers of the right hand are the two "legs" that "sit" down on the chair.
Toilet	The "t" in the manual alphabet; the hand in this position is turned back and forth a few times.
Eat	Cluster the tips of the fingers together and tap the lips.
Milk	Open and close the fist of one hand several times, "milking" the cow.
Water	Form the "W" in the manual alphabet and tap the lips with the index finger.
Coffee	Rub one fist over the other, "grinding" the coffee.
Candy	The first and middle fingers are straight and together, and are drawn down from upper to lower lip.
Cookie	The left palm is facing upward as the "dough", and the right hand holds an imaginary round cookie cutter and makes a turning motion as though cutting out a cookie.
Soda Pop	There are two motions. First, the right hand puts a "pinch" of soda into an imaginary bottle held by the left fist, and then the flat palm of the right hand quickly "caps" the bottle.
Play	Both hands form the "Y" of the manual alphabet and then are shaken lightly back and forth from the wrist.
Stop!	The left palm faces directly up. The side of the right hand is brought down swiftly upon the left palm.
Thanks!	Just as though you are blowing a kiss!
Please!	The flat palm of the right hand moves in a circle over the heart.
Yes	The right hand fist is "nodded" up and down from the wrist, as though a head were nodding in agreement.
Light	Cluster the tips of the right-hand fingers together, then open the hand wide, palm outward, with the fingers as rays of light.

MORE COMMON SIGNS

Shoe ..... Both hands form fists, facing downward. Bring the fists together swiftly.

No ..... The thumb, first and middle fingers of one hand are stiff and straight. The first (index) and middle fingers are together. With a snapping motion, bring them together against the thumb. Repeat two or three times like the snapping of a hen's beak.

SOME COMMON SIGNS

Stand up!

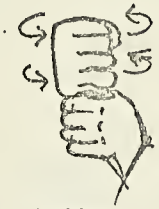
Sit down!

Toilet

Eat

Milk

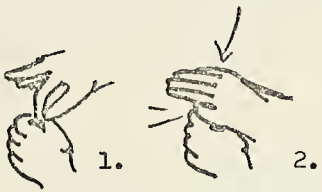
Water



Coffee

Candy

Cookie



Soda Pop

Play

Stop!

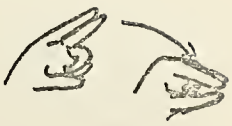
Thanks!

Please!

Yes

Light

Shoe



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DEVELOPING SELF-HELP SKILLS

(This material has been abridged from A Manual for the Development of Self-Help Skills in Multiple Handicapped Children, Experimental Edition, August 1971. George Peabody College, Nashville, Tennessee. Abridged with the permission of the authors.)

Teaching Suggestions

In the beginning, stand directly behind the child, with your hands on his. Guide his hands through the motion of each act. As soon as possible, gradually remove your help by moving your hand away from the child's hand to his wrist, then to his arm, then to his elbow, and finally removing your guidance altogether.

Give him just as little help as you can - always let him try to do as much as he can by himself, even though he will be messy and awkward as first.

Praise and reward the child for each small step he learns to do, for each step is a step closer to mastering a skill. In eating, a reward might be a small bite of some food he likes, or dessert, or of his favorite food for eating something he doesn't like. For other skills, a kiss, tickle, or some special little game would be a reward. Choose a reward that is brief, that is practical, that can be given very quickly. Be sure it is something this particular child enjoys.

Using the Charts

Put the child through each of the activities. Color in (or check) the chart squares to show what the child is able to do right now - his present level of functioning. The square next to the colored square will show what your teaching goal will be. If a child can lift a glass and drink from it with only a cue (by word or touch), the immediate goal will be to have him drink from a glass without any reminder at all. Expect spotty looking charts and don't be concerned about hem. They show that the child has not learned the sequence. Your goal is to teach the child the missing steps, using the blank squares as a guide.

Chewing

When teaching a child to chew, start with semi-solid foods like lumpy cottage cheese, mashed beans, and cooked carrots (mashed). It may be necessary to gently work his jaws up and down in order to get a chewing action started. Gently rubbing the gums may be necessary before or after each bite is given.

When the child is ready for chewing, be prepared to wait him out with each bite. Once the food is in his mouth, do not let him spit it out! If he does, put it or another spoonful back in. Because feeding him this way is slow, he may need smaller and more frequent meals. The main thing

to remember is that you mustn't ask less of him than he has already given. If he is hungry he will eat, and if the only thing he can get is something that has to be chewed, then he will chew. Use milk and soft food only as a reward after he has chewed some food. The first two or three days of this program are hard on the child and on the parent or teacher, but experience has proven that this method works. Once the child has learned to chew, then he is ready to take on the job of learning to feed himself.

Eating Independently

The child can now swallow, hold foed in his mouth, and chew. To feed himself he needs to bring his hand up to his mouth with fairly good control. Have him seated in an upright position with his head slightly down. His feet should be resting on the floor or a foot rest. If the hand to mouth movement is not accurate, give him practice by sticking his fingers in soft, sweet things such as pudding, icing, peanut butter, jelly, etc. and show him how to get the fingers to his mouth. Suckers, bread and chewy cookies can be used if he will hold food in his fingers.

Finger Feeding

Every child goes through a stage of feeding himself with his fingers before he is ready to use a spoon. The first step is to get the child to eat the finger foods when they are placed in his hand. Next he must pick up the food. Some finger foods may need to be broken into small pieces for him. Finally he should be able to pick up the food, bite off a piece, chew, and swallow it.

Drinking from a Glass

Use a plastic glass and fill it only half or two-thirds full. If the child does not see well, show him how to find a glass by sliding his hand slowly across the table surface until he makes contact with the glass.

Using a Spoon

Once the child is ready for spoon use, then he must NOT be allowed to eat with his fingers until he has learned to use the spoon. This is necessary if he is to move from one step to another. Because of this rule, we suggest that if you give him food that he used to eating with his fingers, break it into small pieces and have him eat it with a spoon instead. Once he has learned to feed himself with a spoon, then he can be taught that some foods are eaten with the fingers and some with a spoon.

When you begin, choose foods that stick to the spoon - mashed potatoes, mashed bananas, and thick custards. These will even stick to the bottom of the spoon. Fill the child's spoon for him, then wrap his fingers around the spoon's handle, with your hand on top of his. Standing in back of him, help him to guide it to his mouth and put a spoonful in his mouth. Then gradually fade out your help. Remove your hand completely each time the spoon reaches his lips.

After the child can bring the filled spoon to his mouth without your help, teach him to load the spoon. He needs to dip the spoon till it touches the plate, then use the fingers of his other hand to push some food onto the spoon. Gradually he will learn to tell by the weight of the spoon whether it is full or empty, and will use a piece of bread as a "pusher."

If at any time during the process of learning to use a spoon, the child begins to grab the food, throw a tantrum, or show some other kind of troublesome behavior, remove the food until he settles down. If this kind of behavior continues, then he should be taken from the table and not allowed to finish his meal. He will soon realize that this kind of behavior will deny him food. Do not give him anything to eat until it is the usual time for another meal.

Minimum Goals for Eating Skills

The child eventually should be able to:

Eat solid and crisp foods
Try new foods
Use fork and spoon independently
Use napkin, with reminding
Drink from a cup and a glass
Set dish, cup, glass, etc. back on table
Stay in his own chair during the meal
Sit with good posture

Using Buttons

Begin with large buttons and wide buttonholes. Teach the child to unbutton by holding onto the edge of the material with his left hand and pushing the edge of the button through the buttonhole with his right hand, using his thumb and first finger. (Reverse if he is left-handed.)

When he can unbutton, he is ready to learn buttoning. He pushes his thumb through the buttonhole, from the outside, and holds onto the edge of the material as he pulls the garment across until he finds the button. Then he uses the thumb and first finger of his other hand to push the button into the hole until it touches his other thumb already in the buttonhole. Then that thumb and first finger can take hold of the button's edge and pull it on through the buttonhole, while the other hand pulls tight the edge of the material.

Putting on a Pullover Shirt

Begin by having the child pull down the shirt in front and in back, after you have put it on him. When he can do this easily, remove one arm from its hole and teach him to replace it in the sleeve and pull the shirt down. Then teach him to do the same with the other arm. Finally he learns to pull the shirt on over his head, push one arm and then the other through the sleeves, and pull the shirt down. To undress, he reverses the process, pulling the shirt up, removing first one arm and then the other, and then pulling the shirt off over his head.

Putting on Socks

Start by correctly gathering the sock up, with the thumbs inside the sock, and placing it over the child's foot, pulling it up over his heel, and having him pull it up over his ankle when you tell him "Pull your sock up." Stand or sit directly behind him so that he sees exactly how it should look if he was doing it himself.

When he can pull the sock past his ankle, teach him to pull it over his heel and up. Next, require him to pull it all the way from his toes. Now gather it up and give it to him, making him take it with both thumbs inside as it would be if he had done it himself. Then he must put it over his toes and pull it up. Finally he must learn to pick it up, gather it into his hands, and put it on. Remember to require that on each try the child go through all the activities that he has already learned, and never move onto a new activity until all the earlier ones are done easily and properly.

Minimum Goals for Dressing Skills

The child eventually should be able to:

Undress without any help
Dress himself if the clothes are laid out
Manage front buttons and zippers
Put shoes on the proper feet
Get some clothes out of the drawer or closet without help

Toilet Training

Begin by keeping an exact record - around the clock - listing each time the child has wet or messy pants for about one week's time. This will show when the child can be expected to "go."

When you think the child is about due to go, take him to the bathroom, help him find the toilet (do not carry him if he is able to move around on his own), push down his pants and climb up on the toilet with as little help as you can give him. Some little children are more comfortable if they sit facing the back rather than the front. Keep him on the toilet for at least five minutes, and have him sit longer if it is necessary, but as a general rule, ten minutes is long enough. He should not be allowed to get down until he is sitting quietly.

Some children feel very insecure unless their feet are touching the floor, and may do better using a separate "potty chair" at first. As soon as possible, however, all children should become accustomed to using a standard size toilet, and can learn to balance themselves by bracing with their hands on the seat.

If the child goes in the toilet, praise him and let him know you are pleased. Do not punish failures, but do not reward them. Whether he goes or not, when he gets off the toilet have him pull up his clothing, locate the handle and flush the toilet, find the sink and wash his hands. With each successful step, praise the child in a way that he understands.

Minimum Goals for Toileting Skills

The child eventually should be able to:

Manage his own clothing
Use the toilet properly and very seldom or never have an "accident"
Go to the bathroom on his own or ask in some way to be taken
Flush the toilet
Wash his hands

Washing Hands

Begin at the beginning, by helping the child to find the sink, find the faucet and turn it on. If he is blind, then he follows the faucet until he touches the stream of water. Next he wets both hands in the water, finds the soap, picks it up and rubs soap on his hands, puts the soap back, and runs his hands under the water. Then he must rinse his hands, find the faucet and turn off the water, loacte his toweland use it, and then fold the towel and replace it on the rack or hook. Even if a child can do only one part of the process by himself, be sure to let him do that part, as you gradually fade out your help with the rest of the job.

Minimum Goals for Grooming Skills

The child eventually should be able to:

Handle water faucet properly
Wash his hands with soap, and dry them
Know his own towel rack and use it
Wash and dry his body, with some help
Use a brush and/or comb, with some help
Brush his own teeth after you put the paste on the brush

Child's Name: _____

Date: _____

EATING SKILLS

	Needs Complete Help	Needs Some Help	Needs Only a Cue	Does Independently
FEEDING - When the child is fed, he can:				
1. Raise head to eat				
2. Keep food in his mouth				
3. Chew food before swallowing it				
FINGER FOODS - The child is able to:				
4. Eat such food placed in his mouth				
5. Hold and eat food put in his hand				
6. Pick up food and put it in mouth				
7. Break food into pieces and eat it				
8. Bite off proper size pieces				
DRINKING - The child is able to:				
9. Drink liquids placed in his mouth				
10. Keep liquid in his mouth				
11. Drink from a cup held for him				
12. Lift a cup off the table to drink				
13. Lift cup and drink				
14. Lift cup, drink, return the cup				
15. Lift cup from table with one hand				
16. Drink with one hand without spilling				
SPOON USAGE - The child is able to:				
17. Be sppon fed while sitting up				
18. Eat from a spoon held for him				
19. Hold and eat from filled spoon				
20. Hold and direct spoon accurately to food				

Child's Name: _____ EATING SKILLS (cont.)

Date: _____

	Needs Complete Help	Needs Some Help	Needs Only a Cue	Does Independently
21. Hold and fill spoon independently				
22. Direct filled spoon to mouth				
23. Hold a spoon and eat from it				
24. Eat from spoon without spilling				
25. Take a bite, put down spoon, chew				
26. Hold spoon in finger position				
27. Fill spoon with correct spoon foods and use fingers where appropriate				
FORK USAGE - The child is able to:				
28. Eat adult foods from fork when fed				
29. Hold a fork in finger position				
30. Hold and fill fork independently				
31. Direct a filled fork independently				
32. Eat from fork without spilling				
33. Take a bite, put fork down, and chew				
34. Use a fork or spoon with correct foods				
TABLE MANNERS - The child:				
35. Opens napkin				
36. Tucks napkin in belt, neck or lap				
37. Eats without playing in food				
38. Eats with one hand, keeps other in lap				
39. Wipes mouth with napkin				
40. Waits for others to finish				

Child's Name: _____ DRESSING SKILLS

Date: _____

	Needs Complete Help	Needs Some Help	Needs Only a Cue	Does Independently
CLOTHING REMOVAL - The child:				
1. Takes off socks when they have been pulled off over the heel				
2. Takes off socks independently				
3. Takes off hat				
4. Opens zipper				
5. Unsnaps snaps				
6. Takes off shoes when untied and loosened				
7. Takes off shoes when untied				
8. Takes off shoes independently				
9. Pulls one arm out of shirt or coat				
10. Pulls both arms out of coat or shirt				
11. Opens zipper and removes coat				
12. Takes off pants pushed down to knees				
13. Opens zipper and removes pants				
14. Unties bow (no knots)				
15. Steps out of unfastened skirt				
16. Pulls skirt over head				
17. Takes off over-the-head clothing				
18. Takes off boots				
19. Unbuttons large buttons				
HAT AND COAT - The child:				
20. Puts hat or cap on head				
21. Can tell back of coat from front				
22. Pushes one arm through coat sleeve				

Child's Name: _____ DRESSING SKILLS (Cont.)

Date: _____

	Needs Complete Help	Needs Some Help	Needs Only a Cue	Does Independently
23. Holds coat so second sleeve moves to correct position				
24. Pushes arm through second sleeve				
25. Pulls coat up on shoulders				
26. Pulls up zipper if it is started				
27. Pulls large buttons through if they are started				
28. Pushes button through buttonhole				
29. Spreads buttonhole to receive button				
30. Grasps button with thumb on outer edge				
31. Buttons large buttons independently				
32. Inserts one side of zipper into other				
33. Zips coat closed				
SHIRT - The child:				
34. Pushes one arm through sleeve when shirt is held				
35. Pushes both arms through sleeve when shirt is held				
36. Can tell back of shirt from front				
37. Pulls T-shirt over head				
38. Pushes one arm through sleeve				
39. Holds shirt so second sleeve moves to correct position				
40. Pushes second arm through sleeve				
41. Pulls T-shirt down over chest				
42. Buttons shirt				

Child's Name: _____

Date: _____

DRESSING SKILLS (Cont.)

	Needs Complete Help	Needs Some Help	Needs Only a Cue	Does Independently
SHOES, SOCKS, AND BOOTS:- The child:				
43. Puts feet into shoes held for him				
44. Pulls shoe laces tight				
45. Puts right foot into right shoe				
46. Puts toes into sock held for him				
47. Holds sock with heel down				
48. Gathers sock up, thumbs inside				
49. Pulls sock up to heel				
50. Pulls boots over shoes				
51. Pushes shoe heel down in boots				
52. Pulls boots on all the way				
PANTS - The child:				
53. Holds pants in front, right side up				
54. Puts one leg into pants leg				
55. Pulls up pant leg so foot comes through				
56. Puts second leg into pants leg				
57. Pulls up pant leg so both feet come through				
58. Pulls pants up over hips				
59. Zips pants				
60. Fastens hook				
MITTENS, GLOVES AND BELTS - The child:				
61. Pulls on one mitten				
62. Places thumb in mitten's thumb				
63. Pulls on second mitten				
64. Places thumb in mitten's thumb				

Child's Name: _____ TOILETING SKILLS

Date: _____

	Needs Complete Help	Needs Some Help	Needs Only a Cue	Does Inde-pendently
LEVEL OF FUNCTIONING - The child:				
1. Can be "caught" on a time schedule				
2. Can be "caught" by observing general child's general physical signs of need				
3. Can sit on toilet with help				
4. Shows discomfort at soiled pants				
TOILETING - The child:				
5. Locates and enters bathroom				
6. Locates and shuts door				
7. Locates the toilet				
8. Pulls down pants				
9. Sits on toilet				
10. Eliminates in toilet				
11. Locates paper				
12. Tears off paper				
13. Cleans self				
14. Discards paper				
15. Stands up				
16. Pulls up pants				
17. Uses pants fly				
18. Re-arranges clothing				
19. Locates handle				
20. Flushes toilet				
21. Locates sink				
22. Washes hands				
23. Leaves bathroom				

Child's Name: _____

Date: _____

GROOMING SKILLS

	Needs Complete Help	Needs Some Help	Needs Only a Cue	Does Inde-pendently
WASHING				
READINESS - The child:				
1. Shows interest in playing in water; permits hands to be washed and dried				
2. Shows interest in faucet and stopper				
HANDS- The child:				
3. Locates sink				
4. Locates faucet				
5. Turns water on				
6. Wets both hands				
7. Locates soap				
8. Gets soap on hands				
9. Rubs soap on hands				
10. Rinses hands				
11. Locates faucet				
12. Turns water off				
13. Locates towel				
14. Takes towel				
15. Dries hands				
16. Locates waste basket				
17. Discards towel or hangs it up				
FACE - The Child:				
18. Turns on hot and cold for warm water				
19. Washes hands independently, at appropriate times				
20. Gets washcloth wet				
21. Rubs soap on cloth				

Child's Name: _____

Date: _____

GROOMING SKILLS (Cont.)

	Needs Complete Help	Needs Some Help	Needs Only a Cue	Does Independently
22. Washes face (not ears)				
23. Rinses cloth				
24. Rinses face				
25. Rinses cloth and hangs it to dry				
26. Rubs face dry				
27. Washes face at appropriate times				
HAIR - The child:				
28. Uses comb and brush on others				
29. Brushes hair				
30. Combs or brushes hair down on sides				
31. Combs hair down in back				
BRUSHING TEETH				
READINESS - The child:				
1. Shows interest in brushing teeth				
2. Plays at brushing teeth				
TOOTHBRUSHING - The child:				
3. Locates sink				
4. Gets his tooth paste				
5. Takes cap off paste				
6. Gets his brush				
7. Puts paste on bristles				
8. Puts brush into mouth				
9. Brushes teeth front, back, up, down				
10. Spits paste out				
11. Turns water on				

Child's Name: _____

Date: _____

GROOMING SKILLS (Cont.)

	Needs Complete Help	Needs Some Help	Needs Only a Cue	Does Independently
12. Gets cup				
13. Gets water in cup				
14. Rinses mouth and spits				
15. Rinses brush				
16. Turns off water				
17. Returns brush to proper place				
18. Puts cap on paste				
19. Returns paste to place				
20. Locates towel				
21. Wipes mouth				
22. Wipes hands on towel				
NOSE CARE - The child:				
1. Allows nose to be wiped				
2. Wipes nose with help				
3. Blows nose with help				
4. Blows and wipes when reminded				
5. Covers nose when sneezing				
6. Covers mouth when coughing				
7. Blows nose when appropriate				
8. Discards used tissues				
NAIL CARE - The child:				
9. Allows nails to be cared for				

Child's Name: _____ GROOMING SKILLS (Cont.)

Date: _____

	Needs Complete Help	Needs Some Help	Needs Only a Cue	Does Independently
CARE OF BELONGINGS - The child:				
1. Hangs coat, smock, etc, on hook				
2. Goes to proper place for own things				
3. Hangs towel and washcloth on hooks				
4. Gets own grooming supplies from proper place				
5. Puts hats and scarves in proper place				
6. Hangs coat on hanger				
7. Removes boots before entering				
8. Wipes muddy shoes before entering				
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BEGINNING EXERCISES FOR DEAF-BLIND CHILDREN

(The material that follows has been abridged, with permission of the authors, from A Beginning Motor Program for Multiple Handicapped Children, Experimental Edition. August, 1971, George Peabody College for Teachers, Nashville, Tennessee.)

General Instructions

1. The child should be dressed in loose, comfortable clothes.

2. The child's shoes should be removed.

Work on the floor, on a mat or a non-skid rug

4. Exercise for ten-minute sessions two or three times each day

5. When he is finished, the child will appreciate a drink of water or juice.

6. Handle the child consistently, and plan a regular time each morning and afternoon for exercising.

7. Each time demand a little more effort from the child; you want him to have a good "work-out" but not be exhausted.

8. Teach his brothers and sisters how to exercise the child themselves.

9. Begin with the first exercises and gradually add more when he shows progress.

9. Sing or make up little rhymes as you exercise the child - even when you aren't sure if he can hear you or not. Talk to him about the parts of his body as you help him to move.

10. These exercises should be fun for both of you. Relax and enjoy them!

11. As with every thing else, gradually fade-out your help so that the child is doing more and more by himself.

Back Position

For most of these exercises, the child should be lying on his back, relaxed and comfortable. His legs should be straight, his arms straight and at his sides. Feet should be together.

Head Exercises

1. Head Roll: Kneel behind the child and cradle his head in your hands. Turn his head smoothly to one side so that the ear touches the floor, then rotate his head so the other ear touches the floor. His shoulders and body should not move. When he has the idea, just touch his head as a cue and let him exercise alone.

2. Head Lift: Hold the child's head with one hand on his forehead, the other behind his head. Move his head up from off the mat, until his chin touches his chest, then slowly lower the head back to the mat.

3. Head Lift and Roll: Kneel behind the child's head as for #1, but as he begins to turn his head, lift it so that the chin touches the chest, then keep turning it so that the other ear rests on the mat. Keep up the 1-2-3 pattern until the child can do this exercise alone, correctly.

Arms and Legs Together

The child should be lying on his back.

1. Arms: Kneel beside the child's thigh. Take hold of his wrists and, keeping his elbows straight, slide his arms along the mat from his sides until they touch behind his head, then slide them back to his sides. He needs to feel the rhythm and his arms moving across the mat.

2. Legs: Kneel at the child's feet and put a hand on each of his feet. Move the feet apart, then back together so the heels touch, in a rhythmic pattern. The knees are relaxed, the legs straight. The child needs to feel the mat as his legs move across it and his heels touch.

3. Arms and Legs Together:

Be sure the child can do the above two exercises alone before you begin this one. Now he must learn to do them together, so that when his heels are together his hands are at his sides, and when he extends his legs outward as far as he can, his hands are touching behind his head.

Arms and Legs Alternately

The child should be lying on his back.

1. Arms: Again, the child's arms do NOT leave the mat. Kneel at his shoulder and place a hand on each of his wrists. Keeping his elbows straight, slide one arm out and along the mat as far over his head as it will go. As the high arm begins to move back to the child's side, the other arm begin to slide up. As one arm reaches the point behind the head, the other hand hits the thigh. Keep a rhythm.

2. Legs: As one leg slides outward and up to the side, the other remains in the first position. As the leg returns to original position, the other begins its movement out to the side, sliding along the mat.

3. Arm and Leg Alternately:

The arm and opposite leg are extended as far as they will go along the mat surface, and as they are returned to their original position, the other arm and its opposite leg are extended.

Movement in Space

Now the child moves parts of his body up away from the mat surface. He should be lying on his back for these exercises unless otherwise noted.

1. Arm in Space:

Kneel at the child's waist, and, keeping his arms on the mat, move them out until they are at right angles to his body. Pause here so that the child will know a new movement is beginning. Raise both his arms directly above his face, clapping his hands together. Then lower his arms to the mat in right-angle position. Begin again from this position.

2. Legs in Space:

Kneel at the child's feet with a hand on each of his feet. Raise the legs together until they are at right angles to the body, then lower them to the mat. Keep a rhythmic pattern.

3. Alternate Arms in Space:

Proceed as in #1 above, but raise only one arm at a time. As one arm is being raised, the other is being lowered to the mat.

4. Alternate Legs in Space:

Follow the same procedure as #3.

5. Alternate Leg-Arm Movement in Space:

The child raises one arm and the opposite leg. Then he raises the other arm and its opposite leg as the first arm and leg are lowered to the mat.

6. Rolling Over:

A baby begins by rolling from his stomach to his back. Therefore we want to start the child on his stomach. Have the child lie on his stomach with his legs slightly apart and his hands beside his shoulders holding his weight, as though he were going to do a push-up. If you want him to do a right roll, have him look to the right, turn his head to the right, and push with his right hand. He will end up on his back.

To turn onto his stomach, put the child's hands out from his shoulders and turn his eyes and head to the right. He must lift his shoulders off the mat with his weight resting between the elbow and hand of his right arm. Have him push against the mat with his left hand and turn his body over, ending up on his stomach.

Some Additional Activities

For developing a child's awareness of his body:

Play in front of a mirror.
Decorate his knee, elbow, etc. with water colors, cream sachet, masking tape.

For better balance:

Balance in a sitting position.
Balance while lying on his side.
Balance on hands and knees.
Balanace on tiptoe.

For awareness of space and direction:

Follow a ribbon or footprints.
Go through an obstacle course, under, over, and around things.

For movement:

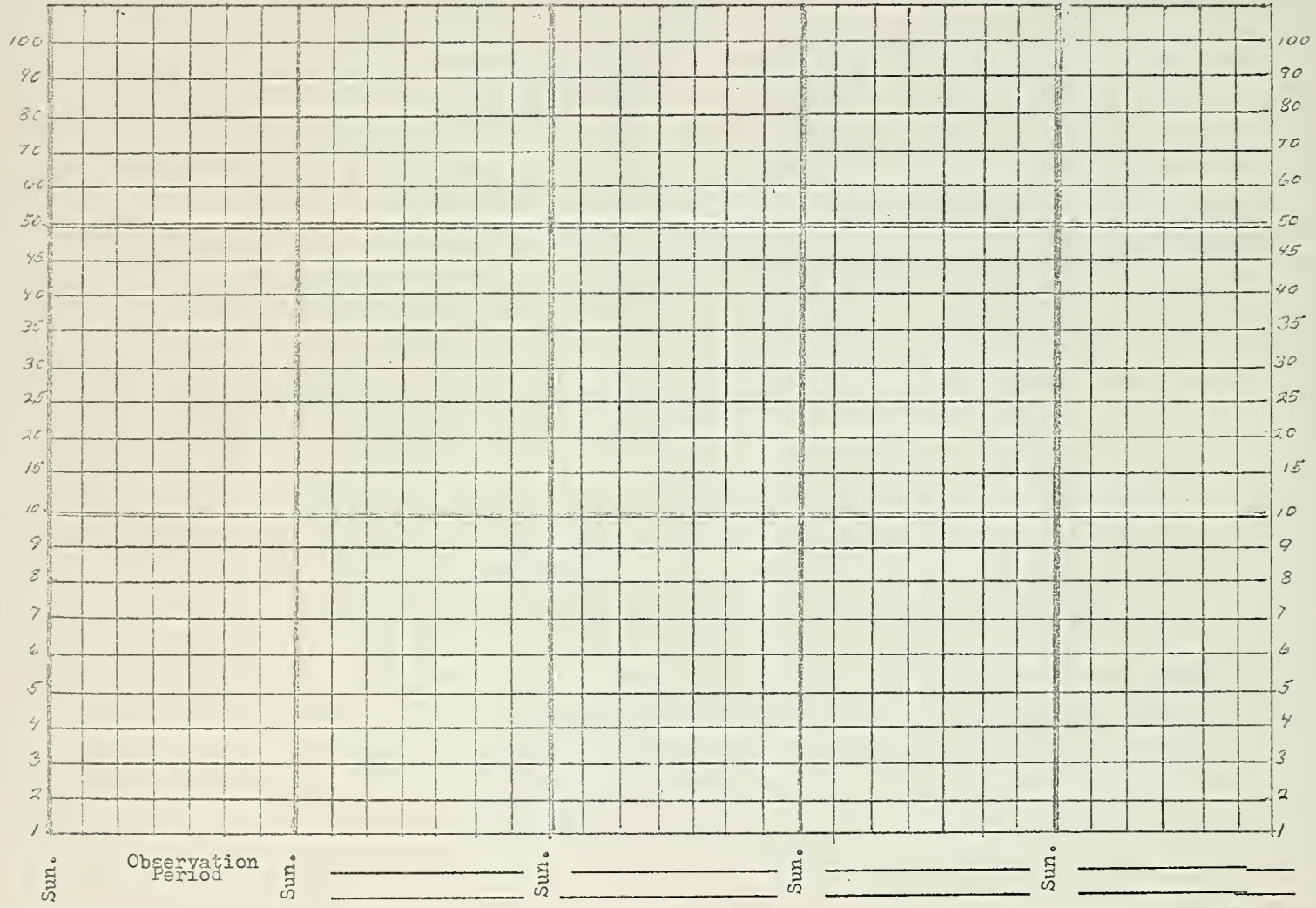
Walk on knees, seat.
Climb, roll, skip, jump, crawl.

For eye-hand coordination:

Clipping clothespins.
Stacking, nesting, stringing, pouring, picking up things.

For strength:

Tug-of-war with a towel (while sitting on the floor).
Trampoline activity.

DAILY OBSERVATIONS OF _____'S _____
(Child's Name) (Behavior Being Counted)

Observer(s)' Name(s): _____ Beginning Date: _____